



Expressive Arts and Design

“Live life it’s all its Fullness”

OUR CURRICULUM PROGRESSION

Educational Programme - The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Our early years vision – At Leverton Church of England Academy we want our children to have the creativity, imagination and self-expressive to communicate through arts. We expose them to a variety of tools and techniques that they may use in order to create art in different ways. We provide children with ongoing opportunities to develop their skills through the continuous provision whilst adding enhancements and teaching new methods or artists that may inspire them. We provide children with opportunities to design, construct and evaluate their creations in different ways, different areas and in different media such as loose parts, paint, sculpture or music. We ensure children learn a range of songs and rhymes throughout their time in early years and are introduced to a variety of instruments.

Little Acorns 2-3yrs	Squirrels 3-4yrs	Owls - Reception
<ul style="list-style-type: none"> - To be interested in creative activities - To manipulate a range of materials (tissue paper, feathers, playdough, foam) - To explore a range of tools available to them - To select resources and tools independently - To explore making marks in different ways (print/paint/draw) - To notice the textures of different materials (paint/playdough/glue/fabric) - To enjoy making models in different ways (blocks/bricks/boxes) - To express themselves imaginatively using different materials/role play - To make marks intentionally - To explore paint with fingers, body parts, brushes and other tools - To express own ideas through mark making, sometimes giving meaning to the marks they make - To enjoy taking part in action songs/rhymes (see rhyme time progression) - To develop pretend play, pretending objects are something else - To respond to music with movement - To explore instruments - To enjoy making different sounds with instruments 	<ul style="list-style-type: none"> - To select and use a range of tools within the creative areas - To use tools with some control and safety - To select tools for a purpose - To explore printing in different ways (playdough/paint/clay) - To take part in making models in different media (recycled/playdough/construction materials) - To use glue and tape to attach items when modelling - To explore different ways to manipulate materials - To explore different textures - To used closed shapes with continuous lines, using these to represent shapes - To represent objects using pens/pencils such as a face with a circle, eyes, nose and mouth - To use drawing to represent ideas, movement or loud noises - To know that colours can change when they are mixed - To explore the colours that are made when they are mixed - To independently gather materials needed for their creation - To select a small amount of paint to mix with, knowing that too much paint will be a waste - To know that an artist creates pieces of art - To know art can be made in different ways - To talk about the artwork they have made - To know it is important to keep clean when cooking/baking 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> - Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, - experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. - To independently select and use the tools they require for the desired outcome - To know how to use one handed tools independently and safely - To know the names of tools they use (hole punch, stapler, scissors) - To use scissors with some control, holding them in an upright/forward position, moving the paper to help them cut - To know print means to make marks by pressing objects into different surfaces - To explore printing in a variety of ways (using printing blocks, random objects, using different media – paint, playdough etc)



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- To make rhymical and repetitive sounds

- To know cooking tools must be used safely
- To follow instructions during cooking activities
- To know and re-tell a range of stories (see English plans)
- To know and sing a range of rhymes/songs (See rhyme time progression)
- To sing own songs and improvise a song around one they already know
- To know different instruments make different sounds
- To know the names of some instruments
- To respond to music they have heard
- To move to music
- To express themselves through music and song

- To know sculpture is a when we create a 3D representation
- To explore sculpture in a variety of ways (playdough, box modelling, clay)
- To know different ways to join materials (link with pins, tags, string, staple, glue)
- To know different ways to manipulate paper/materials (scrunch, roll, fold, fringe, bend, cut, tear)
- To know different ways to manipulate malleable materials (smooth, pinch, squash, score, roll)
- To know that hard and soft pencils create different effects
- To know how to blend with pastels
- To explore different drawing implements (oil pastels, chalk pastels, pencils, pens, charcoal)
- To represent objects using observational drawing
- To use recognisable shapes and lines to represent the item they are drawing
- To show an understanding of shading
- To know how to mix primary colours to make orange, green and purple
- To know how to make colours lighter and darker by adding black/white
- To know how to mix and use powder paints
- To use paintbrushes with precision and control
- To talk about the work of others using appropriate vocabulary
- To talk about their own work using appropriate vocabulary
- To know the name of some famous artists (Van Gogh, Pollock, Giacometti)
- To know what an art gallery is
- To know art can be realistic and what this means
- To know art can be abstract ad what this means
- To design a product for a purpose
- To talk about materials they intend to use in their design
- To explain why they have chosen the materials used



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- To talk about the methods they intend to use in creating their design
- To evaluate the effectiveness of their design and product
- To know hygiene rules when taking part in cooking/baking activities
- To use tools safely with supervision (grater, safety knives, electric whisk, sieve)
- To know the purpose of a range of cooking tools
- To understand how to follow a simple recipe
- **ELG: Being Imaginative and Expressive**
- Children at the expected level of development will:
 - Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
 - Perform songs, rhymes, poems and stories with others, and – when
 - appropriate – try to move in time with music.
- To know and re-tell a range of well-known stories (See English plans)
- To adapt stories by changing the characters, events or settings
- To invent own stories through role play and/or small world
- To sing a range of nursery rhymes (See rhyme time progression)
- To perform songs for events such as festivals, concerts
- To name a range of instruments (trumpet, flute, piano, guitar, tambourine, glockenspiel, drum, cymbal)
- To play a range of instruments
- To tap out the beat to a song with support
- To copy a rhythm using body percussion or instruments
- To know how to hum a melody
- To know and use musical vocabulary (pitch: high/low, long/short, tempo: fast/slow)
- To talk about the different sounds instruments make
- To explore a range of music through movement
- To know a composer writes music



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| | | <ul style="list-style-type: none">- To describe how music makes them feel- To listen to music from different times and cultures |
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